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to the broadest attainable culture, in college and afterwards, an ideal which is inspiring and invigorating to any one who realizes its meaning.

We are here to-day to dedicate a building to engineering education. In a deeper and better sense, we are here to dedicate ourselves to the highest and best use of the great opportunity which the building represents, an opportunity to give an uplift to the ideals and to increase the usefulness of thousands of young men who are to enter their life work through that building, an opportunity to help in raising the standard of engineering education, an opportunity to help in making American universities of greatest real service to American people.

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#### COMPARATIVE ENROLMENT OF STUDENTS OF ENGINEERING

It is generally supposed that the attendance on the engineering schools of our country continues to show the rapid gains that have marked their development during the past ten or fifteen years, and while at the majority of the institutions the enrolment of to-day compared with that of say five years ago would exhibit a healthy increase, an analysis of the accompanying table proves that a reaction is apparently beginning to set in, at least at a number of the institutions. It will be seen from the table that the present total attendance of engineering students at twenty-four representative institutions shows an increase over last year of only one hundred and ninety-one students, or one of 1.15 per cent. The figures given include students of engineering, mining and metallurgy, and chemistry, but are exclusive of students of architecture (with one or two exceptions), agriculture, forestry, biology, etc. It should be noted that a number of institutions (for example, the Massachusetts Institute of Technology) have one or more of these last mentioned courses, and that the figures in the table do not, therefore, represent in every case

the *total* registration of the school. In some instances (for example, Michigan) graduate students are included, in others (for example, Columbia) they are not; most of the institutions submitted the spring registration, but in a few cases the fall figures are given, and there may be several other minor differences, yet in spite of these discrepancies, the table as given will convey a sufficiently accurate idea of the most recent changes in engineering attendance. Owing to the regulation requiring a baccalaureate degree for admission to the school of applied science, which has recently become operative at Harvard, the figures of this institution have been omitted, since a comparison would be somewhat misleading. Thirteen of the institutions exhibit a gain in attendance over last year, while eleven show a loss. It is interesting to note that of the independent schools six show losses in attendance as compared with last year, whereas only five of the schools connected with universities have experienced a decrease in enrolment since 1907-8, while eight schools connected with universities and five independent schools show gains.

Institution	Registration		Increase or Decrease	
	1907-08	1908-09	No. of Students	Percentage
Cornell University.....	1,638	1,727	89	5.4
Purdue University.....	1,398	1,364	-34	-2.4
University of Michigan.....	1,325	1,335	10	0.7
Massachusetts Institute of Technology.....	1,259	1,297	38	3.0
University of Illinois.....	1,059	1,081	22	2.1
University of Wisconsin ..	940	906	-34	-3.6
Ohio State University.....	839	888	49	5.8
University of California.....	794	818	24	3.0
Yale University (Sheffield Scientific School) .....	788	793	5	0.6
Columbia University .....	618	717	99	16.0
University of Minnesota .....	647	677	30	4.6
Rensselaer Polytechnic Institute.....	609	660	51	8.4
Lehigh University.....	662	646	-16	-2.4
Armour Institute.....	521	518	-3	-0.6
Worcester Polytechnic Institute .....	462	487	25	5.4
University of Missouri .....	466	444	-22	-4.7
Case School of Applied Science .....	479	431	-48	-10.0
University of Nebraska.....	439	396	-43	-9.8
Stevens Institute of Technology .....	435	390	-45	-10.3
Colorado School of Mines .....	349	380	31	8.9
Michigan College of Mines .....	266	277	11	4.1
University of Iowa.....	239	218	-21	-8.8
Rose Polytechnic Institute .....	223	206	-17	-7.6
Tulane University.....	145	135	-10	-6.9
Total .....	16,600	16,791	191	1.15

RUDOLF TOMBO, JR.